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| |  | | --- | | **Jeopardy Game Rubric**  Topic: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Team Name:     \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Your game will be graded according to the rubric below. By default, the game will get a single grade for the group. I'll ask for your input about the contributions of everyone on your team and will adjust the group grade upward or down for individuals if necessary. | |

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| **CATEGORY** | **4** | **3** | **2** | **1** |
| **Creativity** | A lot of thought into making the game interesting and fun to play as shown by creative questions | Some thought was put into making the game interesting and fun to play by using interesting graphics | Student tried to make the game interesting and fun, but some of the things made it harder to understand/enjoy the game | Little thought was put into making the game interesting or fun. |
| **Attractiveness** | Contrasting colors and at least 4 original graphics were used to give the game board visual appeal | Contrasting colors and at least 3 original graphics were used to give the game board visual appeal | Contrasting colors and 1-2 graphics were used to give the game board visual appeal. Some content relatedness | Little or no color and/or elements of the content seem merely decorative and not related to the topic |
| **Rules** | Rules were written clearly and typed and edited for errors | Rules were written clearly and typed but some errors | Rules were written clearly and typed but many typos | The rules were not typed. |
| **Accuracy of Content** | All information slides made for the game are correct | All but 1 of the slides made for the game are correct. | All but 2 of the slides made for the game are correct | More than 2 of the slides made for the game are not accurate |
| **Knowledge Gained** | Content design  demonstrates strong knowledge of the topics. Created a game that could challenge everyone – even those with great knowledge | Content design  demonstrates knowledge. Good ideas for questions to help student review the topics of study | Content design demonstrates adequate knowledge. Questions and answers need more work | Content design  does not demonstrate knowledge of the topics or the questions are off-topic/inappropriate. |
| **Instructional**  **Effectiveness & relation of game content to learning goals** | Winning the game requires learning & and understanding of the topics from previous course work. The two are matched completely. There is a clear connection between the content of the game and the desired learning goals throughout the entire game | Winning & learning are closely entwined, though some mental effort is spent on aspects that are just about the game. There is a connection between the content of the game and the desired learning goals for most of the game, but some concepts may be missing or additional, unnecessary concepts may be included. | Significant effort is spent on things that have nothing to do with the assigned topics. The game addresses the learning goals at a very basic level. | The content is incidental. One can play the game without knowing/learning about the assigned topics. There is minimal connection between content of the game and learning goals. |
| **Feedback** | Ability of the presenting group to control the audience, include all members of audience. |  |  |  |

**Total Score:\_\_/40**